

Educational Work in the Young Women's Christian Association

By Helen L. Thomas



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For half a century the Young Women's Christian Association has been erecting guide posts along the road of successful work with girls. It is the aim of this pamphlet to give a brief statement of the results of Association experience in educational work.

An Inspiring Past

When two rented rooms composed the entire plant of the very first American Young Women's Christian Association started in Boston in 1866—even then the educational purpose was unmistakable. "The reading room was particularly large and airy, and with books and magazines, a few cuts and a loaned piano, it was a cheerful place to which to ask young women." Moreover, as a modest forerunner of an organized educational department, girls met regularly in a singing class. Not long after, as evidence of progress we find evening classes in astronomy, botany, physiology, penmanship and bookkeeping. The first three give a hint of the intellectual ambition for which Boston girls are noted; the others have a vocational flavor. A much larger vocational undertaking, however, than a mere class in bookkeeping or penmanship was the training course for domestic service carried on for years with success in the Boston Association aided and abetted by the

employment department which had there, as elsewhere, to cope with the problem of the unfit. Conspicuously successful, too, was the needlework department inaugurated by the New York Association. Under competent teachers large classes of girls were trained as seamstresses for what amounted to a new occupation; for not only were the graduates able to do fine hand-work, but they could advertise themselves as fully able to handle the various makes of the new-fangled sewing machines.

Evening and day classes in sewing and dressmaking, for home use chiefly, were introduced into all the early Associations and have continued from that day to this with a popularity dimmed somewhat these last few years by the competition of the ready-made garment. But if it was to keep abreast with the needs of the times, the Association could not stop with training girls for both paid and unpaid work done only within home walls. In the seventies and the eighties in all the large cities, offices and business houses were opening up new opportunities for girls seeking to earn a living. Here was a chance for the large city Association. Telegraphy was hailed in one instance as the coming occupation for girls, and Philadelphia opened a class in that subject. Phonography and typewriting were taught in another as providing a means of employment "most remunerative for their sex," to be followed by classes in retouching negatives, photo coloring, technical design, and free-hand drawing. It all sounds easy and natural enough to us a few decades later. But when we stop to think, we are filled with amazement at the initiating energy of the Association women of a generation ago. Such vision they had, and such courage and

ability to meet new situations! More often than not the Association had no precedent to follow. Private enterprise was then, as now, paving the way for real educational progress. Domestic science in the Association antedated the teaching of cooking in the public schools in city after city.

It would take too long to relate the interesting story in all its details, but to quote a good summary of Association educational activity for the first decades: "In the days when there were no free public libraries, and memberships in corporate libraries or rentals for books were costly, in the days when there were no free evening schools, in the days when there was no available trade or technical instruction for girls, in the days when household arts had not been academically formulated, the Christian Association, which recognized mental culture as a necessity in the whole development of young womanhood, undertook to collect libraries, teach English branches and general subjects, provide classes preparing the pupils for self-support, and gather the untrained into classes in sewing, cooking and other domestic accomplishments. But even when these educational agencies appeared in community after community the city Association had still the task before it in making books accessible to busy girls, or cultivating or guiding their choice in reading; in supplying evening classes at the hours when young women could attend, and for such blocks of time as they could devote to study, also in stimulating them to begin and heartening them to continue; in studying the labor market and opening classes from which graduates could reasonably hope to go into occupations for which they had showed natural aptitude;

and in seizing the first opportunity to secure teachers of the common household subjects which everybody declared all girls should understand, but for teaching which no provision had apparently even been made.”¹

Our Challenging Opportunity

With schools and other institutions duplicating features that were characteristic of the Association alone, with radical changes transforming the realm of women's work in the home and outside, the demands upon the Association have been changing correspondingly. For example, the emphasis has shifted from sewing and cooking as accomplishments to home-keeping in the large. The range of courses has enlarged to include scores of subjects. Clearer distinctions have had to be drawn between training for home and trade use, as making over hats for the family and learning the millinery trade. Flexibility of method has made ample room not only for the class groups but for the club educational program preceded by a ten-cent supper and followed by a frolic. Changing demands and changing methods! But still an immense unoccupied field—a field barely touched by all the educational forces together. Just to hint at the size of the field. Few only of the women engaged in homekeeping—the largest occupation of all—are even to-day equipped by training to do their work with the efficiency demanded in ordinary business. Even yet half of the girls of the country have no more than an elementary education. Only one in hundreds of the young women employed in industrial occupations enter with preparation for the task,

¹“Fifty Years of Association Work Among Young Women.”
—*Elizabeth Wilson*.

while the industry itself, instead of continuing the process of education for real living, has often a deadening effect that can be counteracted only by the right kind of recreative education. As against these undeniable facts, there are on every hand the most compelling demands for efficient work—industrial and commercial, professional and volunteer—demands for a quality of service which the Association has such resources for developing among young women as no other existing organization can boast.

For Every Woman

In the earliest days, Association classes were opened for girls who worked. To-day we have a flexible educational institution that enrolls 50,000 girl and women students in more than fifty subjects in classwork alone and several thousand more in study clubs; that touches many thousands through educational talks and reading rooms, and makes use of a wide variety of means fitted to some need of almost every girl and woman.

"I got my first inspiration in the Association expression class," acknowledged a young woman who was asked the secret of her successful professional career.

"First, it was that English class, and then one thing after another in the Association stirred me up to doing things, and now I run a business of my own," was the testimony of a foreign-born girl. "To see the way she runs her business would do you good," explained the secretary on the side, "and as for the girl herself, you'd never guess she was the same person who came to us three years ago."

The little girl who must needs master fractions and

the multiplication table to hold her place in the store; the young woman in the office who must be able to translate the Spanish letters from South America; the young housewife whose little family are taking their dinners out until she can engineer a two-course meal, and the well-educated woman who seeks exact knowledge of social conditions and training for the task of meeting them—these all have found the very help they need in the Association educational department—the Women's University, it is sometimes popularly called.

Principles of Work

“Our greatest drawback is to act before we study,” said a prominent woman leader in a public address recently. To be really successful, the educational program of the Association in any particular city must be definitely based not upon theory but upon a true interpretation of things as they are and girls as they are in that city. In fact, the chief object of interest and study for the committee is girls, not education as such. To make its work real, it must, first, last and always, take account of girls and their needs, not in the abstract, but real girls in their families, or girls away from home, many of them with earning power to develop—all of them with bodies, minds and spirits to be trained and equipped for work and play and social action. In the second place, a wise educational committee will have at hand for desk use and committee guidance catalogues and up-to-date information, preferably in card catalogue form, about the schools, public and private, with facts about the progress and trend of all vocational courses for girls. Lastly, the

committee will need to have a grasp of the Association itself, locally and nationally, what it does and why, as an instrument of service for girls. In the light, then, of what girls need to help them to become wiser and more useful members of society, what other agencies are doing, and what the Association is organized to do, the Association, through a committee formed for that purpose, conducts such forms of educational work—clubs, classes, tours, exhibits, etc.—as are best adapted to girls living in the city and its environs. “There’s a reason” could be said of every good Association enterprise.

Suggested Educational Study of a City

I GENERAL

- 1 *Population.* Number of girls and women in the city (age limits according to figures obtainable). Number of girls away from home.
- 2 *Number of foreign-speaking women and nationalities represented.* Sections where they live. Work done for them by any agency.

II VOCATIONS FOR GIRLS

- 1 *Occupations* for girls and women; number employed as school teachers, private teachers of music, etc.; physicians; osteopaths; trained nurses; practical nurses; stenographers; private secretaries; bookkeepers; telephone operators; saleswomen and store workers; dress-makers; milliners; hotel and restaurant workers; factory workers; domestic workers.
- 2 *Employment agencies.* Which of the above obtain positions through employment agencies. Requirements made in different occupations. Efficiency of workers. Supply and demand.

III EDUCATIONAL AGENCIES

1 Schools

- a *Day Schools*—Number of girls in grammar and high schools. Percentage completing each grade for past three years. How many went to high school? What in general are girls doing who didn’t go to high school—to college? Exact character of courses in household arts with the number enrolled. Business

courses and number enrolled. Comparison with the number of positions. Recent changes and trend of training for girls.

b *Evening Schools*—Number of girls in attendance. Attendance compared with enrollment. Hours and sessions a week and number of weeks. Class and approximate ages of girls and motives for attending. Recent changes and trend.

c *Business Colleges*—Number of students—city or out-of-town girls. Compare enrollment with number of office positions. Entrance requirements. Any change in view? Graduation requirements. When and how girls are placed. Standing of graduates with business men. Tuition and length of course. Salary of graduates.

d *Trade and Continuation Schools for Girls*—Number of girls enrolled. Character and length of courses. Number of graduates. Demand for and supply of workers. Wages of graduates compared with others.

e *Vocational Courses for Girls*—not included in the above.

f *Vocational Guidance in the Schools*—full particulars.

2 Libraries

Location of libraries and branches. Arrangements for exchange of books in schools, factories and centers. Hours when open. Use made of libraries and reading rooms by girls.

3 Lectures and Public Amusements

Where and for whom are any lectures or entertainment courses? What ones, if any, appeal to girls and women? Number, location and character of moving picture shows. Attendance of girls. Most popular films. Any educational films?

IV DEDUCTIONS FOR ASSOCIATION EDUCATIONAL WORK

Sources of Information

Statistics and other facts for this study may be obtained from the reports of local officials, particularly the superintendent of schools, from the state and federal census reports and from the annual reports of the United States commissioner of education. Other valuable information can be gained through inquiry from teachers, superintendents of schools, employers of girls, employment bureaus, pastors, parents and social workers, conversation with girls and women, an analysis of the business success or failure of girls recorded in the employment department and from a study of the successes and failures of other organizations.

Organization of Committee

The chairman of the educational committee should be a member of the board gifted with peculiar qualifications for this position, since the chairman is the keystone of the committee. She must have the power to see and to rally other women under her strong leadership. Educational qualifications alone will not serve, unless supplemented by warm human sympathy and understanding of girls. The other members of the committee, numbering from five to twelve persons, should be gathered about the chairman with the idea of forming a representative committee that can work together. There should be a representative from each of the committees also interested in education, as the girls' work, industrial, employment, and immigration work committees, if such exist. There might also be a public-spirited business woman, a high school teacher, and other open-minded women representing home, professional and civic interests. Each should be chosen with reference to her special ability and her willingness to study and to serve.

Flexibility of mind is absolutely essential for developing in the Association, not another night school, or a few classes, but adapted educational plans, city-wide in scope and elastic enough to fit diverse groups and individual girls. Appointment on the committee should be for one year, and reappointment should betoken service, not sentiment. The chairman should make it her duty to build up a well-balanced working committee. It will be her duty, too, in consultation with the president of the board, to appoint such sub-committees as are needed for special parts of the educational work. Such committees might

be for (1) general education, (2) household arts, (3) commercial and business subjects, (4) library and reading room, (5) music, (6) printing and publicity. For some of these committees one person would suffice, and they would not as a rule require more than three members. Sub-chairmen should be members of the educational committee and report at the regular meetings. For really effective service, the whole sub-committee should meet with the general committee at stated times, particularly at the beginning and the end of a term's work.

Where there is a members' council, certain girls should be elected to that body to represent the educational work. This council is a discussion group and would be the means by which the educational committee could get the girls' viewpoint. Ways might be developed by which they could co-operate in helping to make the educational activities fit conditions.

Committee Work

MEETINGS. The educational committee should hold regular monthly meetings at the hour agreed upon as most convenient for the members. When the usual hour of meeting occurs in the daytime it is well to hold some of the meetings in the evening, especially when a full attendance of sub-committee members is desired. Business and professional women whose service may be of inestimable value may thus be utilized on the committee. Every meeting should be made too valuable to miss. Reports, discussions and new business must be attended to, but place should be made at every meeting for other things that would keep the members alive to their opportunity. They should realize that the Association is or ought to

be one of the great factors in the city life, and that the educational work is not incidental but fundamental. In order that the Association may be one in fact as well as theory, besides interlinking committee work, it is important to have the work of other departments occasionally presented. It is quite as important, also, that the committee be kept in closest touch with current conditions affecting girls and women. The present industrial situation, or business opportunities for women, unemployment among women—such subjects as these would give reality to committee study and planning. The high school principal or the school superintendent might be called on to speak of what the schools are doing to train girls for life, or to confer upon ways in which the Association could work with the schools. The attention of the committee should at times be called to legislation affecting the employment of girls, the regulations about working papers, and up-to-date statistics of the number of young girls going out to work—the girls whose need may be greatest, and with whom the Association may have established no contact whatever.

PROGRAM. All the educational work of the Association should be co-ordinated and correlated under one educational committee, so that the entire resources of the Association may be within reach of all girls alike. It is the duty of this committee not to run a department, but to provide for the educational needs of the entire membership. The committee should be *en rapport* with all educational plans in the large, though the details can be left to sub-committees. So varied are the needs of different girls that the responsibility for carrying out plans for certain

natural groups within the Association, as the younger girls and the industrial girls, may be assigned in a large measure to the committees in closest touch with the groups in question. When committees are represented on the educational committee overlapping or conflict in plans will be obviated. The program for the year should be blocked out in advance. A written policy¹ outlining the organization of the committee and the current activities will be most helpful, giving definiteness both to committee aims and plans. '

BUDGET. In order to mature a program for the year it is necessary for the committee to know how much money will be at its disposal. It is the duty of the committee to make out in advance its budget for the year, estimating its probable income and expense. The expense items will include salaries, supplies, lectures, printing and advertising, new library books, papers and magazines. The sources of income may be fees from classes and educational clubs, income from special endowment, and special contributions or scholarships. Since class fees are conditioned by the character of the course and upon the ability of the student to pay, rather than the actual expense of the course, the total income where the missionary spirit flourishes cannot be expected to equal the expense of the department. The fees of certain classes offered will bring in a surplus, others may meet the actual cost involved, but still others, as elementary subjects which may require the best kind of a teacher, will bring little or no income. When the budget has been approved by the board, it will be the duty of the educational committee to co-operate with the finance

¹ See suggested policy page 35.

committee not for raising its own estimated budget deficit as a separate issue but in doing its share toward raising in advance the whole Association budget. The committee must keep within its own budget appropriation. If unforeseen need for more money arises, the matter will have to be taken up by the board for action.

The Educational Secretary

No large Association can satisfactorily develop its educational work without an educational secretary. Sometimes, as the next best thing to the whole time of a secretary for educational work, a combination of duties is made, as a secretary for membership and educational work. The number of educational secretaries for the period from 1909 to 1915 increased from nineteen to forty-seven. This fact speaks for itself. Efficient as the work of a committee may be, it is necessary to have the constant service of a member of the staff under the direction of the committee, working always, of course, in harmony with the board and the general secretary. This educational secretary acts as organizer, promoter and executive. She cannot be expected to do much teaching. She is an administrator and should be free for general work during the hours when classes and clubs are meeting. This is a reason why the combination sometimes made of domestic science director and educational secretary is unsatisfactory. To get best results, the educational secretary should have sufficient stenographic help. Class fees should be paid and receipts given at the general office with the exception of such cases as the secretary wishes to handle herself. On general principles she should not be so tied up with office

details that she will be kept from using her time to best advantage in her city-wide field. A good portion of her working hours should be spent outside the Association seeking out girls, acquainting leading persons and organizations with what the Association is about, discovering the best possible teachers and leaders, enlisting friends and patrons and keeping on the keen scent for new lines of effort, particularly new fields for vocational training.

Equipment

Sometimes a new Association carries on certain forms of educational work with little space and under hampering conditions. But such handicaps will not be tolerated in a large city longer than absolutely necessary. Well-lighted, airy rooms, in keeping with the dignity of the organization, should be provided, the number to be determined by the size and character of the city. Ideally, every room should be used during the greatest possible number of hours day and evening. Each room, so far as practicable, should be usable for a number of purposes with ample provision for storing away Association supplies, material and the students' working properties. Seldom is there sufficient closet and shelf room for the use of sewing, millinery, and art and handicraft classes. Care should be taken that the domestic science kitchen be equipped adequately but not elaborately. If a separate dining room is out of the question, an alcove set off by screens may serve the purpose. The idea of having a model apartment in the building does not seem to be growing in favor rapidly, presumably because the amount of space is considered more valuable for other purposes. Much can be said in favor of the custom of having a

kitchen fitted up with the equipment required in a small family, where the club girls can be taught to cook, under conditions more like those at home than those afforded by the domestic science kitchen. Indeed, an actual home kitchen is sometimes used for a cooking class of girls or housewives. In lieu of room at the Association, or for the greater convenience of girls in different sections of the city, church and school kitchens are also pressed into service by the domestic science director for extension classes taught by herself or a supervised pupil teacher from her advanced cookery course. Similar extension classes in sewing and millinery are feasible, not to speak of other subjects.

Reading Room

A dim, half-lighted room, furnished with ancient copies of magazines, may serve as a rest room. But a reading room, small though it may be, can be an important means of popular education, if well-equipped, well-located and well-supervised. That good ventilation and proper lighting are prime essentials goes without saying. Racks for newspapers and durable covers for magazines are good investments in the interests of economy and good order. Great care needs to be exercised each year in the choice of periodicals. None should be admitted to which, in the best judgment of a wise committee, reasonable objection could be made from any standpoint. Special periodicals for the use of technical classes should be reserved in the class rooms or accessible in the educational secretary's office. One member of the educational committee at a time might have as her special duty the oversight of the

reading room and the study of ways in which it could be more extensively used with better results. It should be recognized that the function of the reading room is not primarily to entertain, but to create interest in the sort of reading that counts. To keep the room from growing stale, not only fresh papers and magazines will be added, but new clippings on the bulletin board, short lists of articles, irresistible quotations tempting to further reading.

Library Service

Many Associations build up small or large circulating libraries of their own. Some few give room to a branch of the public library. Others aim only to provide reference books for reading room use, especially for educational and Bible and mission study classes. Whatever the method, it is a far bigger thing for the educational committee to stimulate good reading among the entire membership than to supply all the books that ought to be read, especially when the public library is a good one. Arrangements can usually be made to facilitate the exchange of library books on certain days at the factory, shops or some convenient center. It is often more satisfactory to lay claim to the service of a librarian for these hours than to depend upon volunteer help. A loan library obtained for the use of members may serve a good purpose. Campaigns for good reading, with wide newspaper publicity in which schools, churches, libraries, Associations and book stores co-operate, are of recent development. Too little thought has heretofore been given to the reading of our young people and it is high time that Associations became roused on the subject. A little investigating might

put the educational committee on its mettle. An Association secretary recently looked into the reading of some of her girls and learned to her horror that some of their favorite books bore such titles as "Whose Husband Was He?" and "Three Buckets of Blood, or the Washwoman's Revenge." Not only should books be made accessible to girls, but definite guidance in the choice of books is needed also. Posted book lists have some value. Book talks may well lead the way to getting cards for members from the public library, the formation of book clubs, or the signing up for popular reading courses. The Chautauqua Reading Course makes appeal to the more thoughtful girls who would like to work toward a certificate. The secretaries themselves should lead off by making good use of the lists prepared by the Employed Officers Association.

Educational Clubs

The reading room and the library prove good recruiting ground for girls who would take up some systematic study if made sufficiently attractive to them. The educational club is the next step. It serves the double purpose of furnishing pleasant social contact for a small or large group of reasonably congenial persons, and presenting an informal method of learning something worth while. Sometimes a class studying under a paid teacher elects to organize itself into a club with officers and a name, for the sake of adding the social element. But as a rule the object and method of the class and club are distinct. An educational club, in distinction from other clubs, usually organizes for a definite study extending in time from four weeks to a season and disbands when the study is com-

pleted. Only those clubs are listed as educational which follow a definite program or plan of study. Some of the favorite subjects of study are current events, civics, travel, story telling, drama, photography and music. Especially in small cities, where first-class teachers are hard to secure and social life is not already over-organized, most interesting and profitable work can be developed through clubs. Responsibility for making and carrying the program can be largely shouldered by the club members. Clique spirit can be forestalled by keeping the door ajar from the first to new members, and having every club so far as practicable embody in its plans some regular service to the Association and the community. Such clubs should be carried on as part of the Association life and not as casual attachments.

Practical Talks and Lectures

The practice of having a membership course of lectures and entertainments continues to some extent in Associations. The practical talk as an educational feature has in some cases superseded the more formal lecture. Such talks are invaluable when they have a definite object and are given by the right person before the right group. They should, as a rule, be arranged in a series, each related to the others, leading up to a climax and definitely directed to a particular group at a time when that group can be easily collected, as business girls at the noon hour, home women at the afternoon tea hour, Association students between class hours or in connection with a club meeting for younger girls, industrial girls or business women. As a rule, a small company is preferable to a large one, fur-

nishing opportunity for a closer relationship between speaker and listener. It is important here, as in other educational enterprises, that the girls should have a voice in plans and execution.

Places suitable for different talks may be a club or class room, the lobby, the library, the gym, around the fireplace or on the roof. But they need not all be confined to Association precincts. A church parlor, a recreation center, a factory, or a school house might be used. The one great object of practical talks is not to have something going on, but to help girls and women to live, to introduce new ideas about health, dress, work, thrift, books, to give motives for doing something worth while. A larger outlook upon life can be opened, fresh desires created, and, perhaps chief of all, through the personality of the speaker, the dormant, half-formed groping of a girl's heart and mind may be quickened into life and action.

Class Work

For all technical subjects, and, indeed, for thorough work in any subject, class instruction adapted to the students under a competent teacher is the most satisfactory form of educational work. Evening classes meeting once or twice a week are arranged for girls employed during the day time; day classes meeting once to five times a week for girls preparing for wage-earning, for young housewives or women of leisure. There are certain definite conditions which, being met, will insure the success of any class: when it is the Association's answer to a well-defined need of the students enrolled; when the instructor com-

biner a knowledge of the subject with the power to interest and to make every session invaluable; and when the class room atmosphere is what it ought always to be, friendly, congenial, Christian.

The backbone of the educational department is created by the graded classes in certain subjects for which there is demand in all the larger cities year after year, as English, cooking, sewing and millinery. To these may be added modern language and literature courses. Certificates are granted for the completion of such courses with examination. The fifteen-weeks' term is in greatest favor, and certificates are granted upon the basis of two, three or four terms' work, according to the subject and arrangement of courses. The reputation of the Association as an efficient Christian organization demands that high standards be maintained, and the certificate awarded should give a correct idea of the amount of work done, so that the student and the public can take it at its face value. The whole trend of the educational work should be in the direction of longer courses divided into convenient units and better graded work in standard subjects. Too great care cannot be taken that the stamp of quality be placed upon everything done under Association auspices. The word Christian is something to be lived up to, never to provide a cloak for mediocrity.

In addition to the standard courses, there is always need for short-term courses in special subjects or unit courses, either related or unrelated to the longer courses, and completed in three to ten lessons. Experience has often proved that rightly planned short-term courses build up rather than undermine strong educational work.

Sharp distinction should be drawn between the short course which skims and cheapens a subject, and is therefore to be tabooed, and the short course which is complete in itself, or which, like a series of demonstrations, makes a direct bid for deeper interest and further study.

Association methods and activities have been extensively duplicated by schools and other agencies within a few years. It is the Association's glory that this is so, but only through persistent study and intelligent action can the Association fulfill its mission as a great and growing educational factor in the life of girls of to-day. High standards of work are imperative, more active co-operation of departments within the Association and more unselfish co-operative effort among the educational forces within the city. Its aims are unique and constructive; to seek out the girls who have been overlooked, those out of step with schools because of age, working hours or need of individual attention; to specialize in peculiar educational needs of girls and women—vocational, home-keeping, civic; and to release hidden talents and capacity for service.

COURSES

1 *General*—Common branches, English for foreigners, elementary and advanced English, English and American literature, Spanish, French, German, Italian, voice culture, expression, public speaking, story telling, parliamentary law, astronomy, botany, bird life, geography, physics.

2 *Business and Commercial*—Business English, commercial arithmetic, typewriting and stenography, penmanship, speed dictation, business correspondence, salesmanship, sign lettering and show card writing, advertising.

3 *Household Arts and Personal Service*—Plain sewing, dressmaking and designing, tailoring, embroidery, remodeling, millinery, flower making, costume sketching, household decoration, house furnishing, plain and fancy cookery, dietetics, dinner, luncheon and supper courses, table service, household management, home nursing and hygiene, kitchen garden, camp cookery, hair dressing and manicuring, laundering, first aid to the injured, social manners and customs.

4 *Trade and Professional*—Trade dressmaking, apprentice sewing, trade millinery, tea room management, vocational cooking, attendant nursing.

5 *Music and Art*—Choral, orchestra, vocal, piano, mandolin and guitar, violin, history of art, arts and crafts, china painting, water colors, basketry, stenciling, photography, sketching.

6 *History and Social Science*—United States history, civics, commercial geography, current events, industrial history, the woman movement, social service, the Association movement.

Teachers

Because of the great popularity of household arts in the Association, usually the first full-time instructors to be employed are those for domestic art and science. Graduates are obtained from the best institutions in the country. Such an instructor may or may not rank as the director of a department, according to local arrangements. Though the Association must depend chiefly upon teachers paid by the hour, it can ill afford any but the best teachers with the essential qualification of Association spirit. Some

Associations make use of an application form¹ as a way of getting more readily at the facts indicating the fitness of a person for teaching in the Association. Prices paid to teachers vary, according to locality and the subject, from one to five dollars or more a class session. Student teachers and volunteers can be utilized as auxiliaries in certain subjects and classes, but for strong, permanent work, teachers should be paid at current rates. At least twice a year teachers, committee and secretary should meet for discussion and conference. The custom of having bi-monthly faculty meetings can do much toward unifying and strengthening the department, swinging the educational work into line with the whole life and purpose of the Association.

Office Details

Uniform class record books² and report blanks for the teachers simplify the keeping of records and increase the much to be desired accuracy of the annual reports. A card catalogue of all students is indispensable for keeping track of enrollment, payment of fees, courses, standing, etc. Though fees are paid at the general desk, the educational office is responsible for seeing that payment is made.

Mailing lists of the names of persons making inquiries at the general office may be supplemented by those of interested friends and acquaintances furnished by the students and by other departments, as the employment bureau. To be valuable, such lists must be frequently

¹ See page 40 for application form.

² Class Record—Publication Department, National Board—Price 10 cents.

revised. Further suggestions are given in the paragraph on publicity in this pamphlet.

Summer Work

Louder demands are heard each year that the Association building be used to the fullest extent not only from September to May, but during the summer season. It is becoming the rule to employ the full staff of secretaries on a twelve months basis, including vacation. The swimming pool and the roof garden make the Association building an alluring center for recreation. There are also good educational possibilities. Girls released from school, teachers and women with lightened household duties, or employed girls engaged in seasonal occupations, often have more available free time than during the rest of the year. Sometimes alone and sometimes in co-operation with the Young Men's Christian Association, the Young Women's Christian Association carries on a summer school for children who have failed of promotion in grammar or high school. Competent teachers are employed to prepare them for examination in the subjects which they may have missed for some reason or in which they have failed. The advice and co-operation of the public school should invariably be sought in carrying out such a summer school. Fees for this work should cover expenses.

What can be offered in the summer depends upon the resources of the Association, indoors and out, and the particular ability of available teachers. Sometimes there are technical courses for teachers. Industrial courses for unemployed girls, with scholarships, can be developed where conditions favor. Short courses of from three to

six lessons in domestic science succeed when fitted to the season and local demand, as the preparation and packing of picnic lunches, or camp cookery. In domestic art, summer courses also prove attractive, as instruction in embroidery, the use of patterns, the making of blouses, waists, or one-piece summer dresses. This season is especially appropriate for the study of trees, flowers, stars, in connection with outdoor doings.

Corresponding with the fall rally for winter work, the summer plans are sometimes launched by an entertaining program with light refreshments. All the Association summer features would, of course, be proclaimed on this occasion, including the swimming pool, gymnasium, Bible courses, Association camp and outings.

Music

The limitless possibilities of music in and through the Association call for a special word. As a means of expression of individual and Association life, it has only begun to be used. There are at least three lines of development to which a small committee of the educational committee should give its best thought and effort: First, music at Association gatherings of many sorts—vespers, prayers, banquets and special occasions; second, the training of choral clubs, orchestra, bands; third, encouragement and assistance to Association girls with musical talents to be drawn out.

Following are certain suggestions along these lines gathered from various sources. Aim at good singing at every Association gathering. Procure a good hymn book and use only hymns appropriate to the purpose of the

meeting. Seek out the undeveloped talent in the membership—girls who can sing or play any instrument, not forgetting the foreign girls with their songs and instruments. Work out with leading musicians a plan by which girls of ability may get instruction and music opportunities at prices within their reach. Plan lecture talks about music and musicians, noon musicales, victrola concerts. Observe holidays and festivals with music features—carol singing at Christmas and Easter, May festivals, national airs for national holidays.

The possible organized music groups are many: an Association choir; an organized choral club under the best leader in the city, with men's and women's voices, or women alone, paying expense by public cantatas, oratorios, etc.; trios, quartets, or double quartets of female voices composed of picked girls; orchestras for girls or young women, or men and women; a mandolin and guitar club.

Publicity

A reasonable percentage of the educational budget (5% to 15%) should be appropriated to printed matter and advertising. A member of the educational committee, in co-operation with the secretary, will find it most interesting to aim to become an expert in effective advertising. The most productive methods and mediums in the city will be determined as the result of study and experience from year to year. Excellent suggestive material will be found in Miss Ballard's "Publicity for the Local Association."¹

The annual prospectus outlines all the activities of the

¹ Published by the National Board—Price 25 cents.

Association and is published separately or in a special issue of the local Association paper. This needs always to be supplemented by folders of special courses, cards easily carried in the pocketbook, window cards, dodgers, posters, etc. Mailing lists for the different types of printed matter should be carefully worked up. There is, of course, the general membership list, names of persons making inquiry at the office desk, community leaders, suburban dwellers and classified names in the telephone book or directory. As an illustration of specialized lists—domestic science folders are sometimes sent to brides whose names have been gathered from newspaper wedding announcements during several months. In one instance, names of recent purchasers of gas stoves were obtained through a friend and folders sent on the supposition that the owners of brand new stoves might have a special interest in cookery.

The advertising columns of newspapers in the city and surrounding towns may or may not bring direct returns. But at any rate, the paid advertisement paves the way for the entrance of news items and write-ups in the other columns of the papers which the Association cannot afford to get along without.

The whole make-up of the bulletin boards in the lobby and outside the main entrance is most important. To the public eye they stamp the educational work as below par, fair, or first class. In addition to these, it is an excellent plan to have a place in the lobby for an ingenious, frequently changed exhibit showing what the educational department is about at present, visualizing whatever is capable of visual presentation, through exhibits of work,

photographs, first-aid outfits, Red Cross and National Board certificates, etc.

“Open house” when the classes are in full swing is a most convincing argument brought to bear upon the possible student and the could-be subscriber personally invited and personally conducted through the building. Stationary exhibits and active demonstrations, as skirt drafting, typewriting, first-aid, or food preparation, hold great advertising possibilities. Sometimes a downtown store window or a booth at a fair is used for displaying the students’ work before a wider public. Singing contests, typewriting speed and other competitions have publicity value. Incidentally, as an innovation upon the commencement address, in the larger Associations, the closing exercises in the spring are sometimes given over to the girls themselves for some simple presentation of what they have learned or what they can do. The ingenuity of the girls may be depended upon to work up an original program.

Adaptations to Different Groups

As indicated elsewhere, it is the duty of the educational committee to provide an educational program for the entire membership in closest co-operation with other committees. The employment department comes into contact with girls touching the Association at no other point—girls whose need of further training is sharply revealed, coupled though it may be with lack of desire or sense of need. The majority of these may wish only the Association’s help in getting desirable employment. Even so, some employment bureau girls can be related to the educa-

tional class and club work, others will respond to the chance of private tutoring. The waiting room of the employment department will present a fertile field of study for the educational secretary. The study of the employment situation and discovering the need for vocational training should be equally the responsibility of the employment and educational committees. More than one Association has proved that it is possible to raise standards of efficiency and wages of women by attacking the problem wisely and systematically.

YOUNGER GIRLS

Preventive education with young girls is less picturesque but more effective than corrective education for older ones. With a member of the girls' work committee serving regularly on the educational committee, a policy for educational work should be devised that will include systematic effort to keep girls in school until prepared for some form of productive work and such educational activities as fit the younger portion of the membership. These may include vocational talks and tours, story telling, plans for good reading, camp cookery and personal hygiene.

INDUSTRIAL GIRLS

Whereas the Association should do all within its power, in co-operation with parents and organizations, to create a public demand that young girls should not be sent off to a job unfit for any kind of work, yet the process of educating the public is a slow one. Meanwhile, we must do our best to help the girl who was thrown out into the world prematurely. Within the last few years a new type of educational work has been slowly taking shape for the

girls who have had little schooling and who are employed long hours at small wages. A considerable number of them will be appealed to by the evening school or by Association educational class work, but many more will respond to a different type of informal instruction. For these the Association offers short units of club program work requiring little or no outside study, with subjects definitely related to the personal life of the girls, their home interests, and themselves as citizens. Spirited club contests, singing competitions and exhibits in action or stationary give color and finish to the end of the course of eight or ten weeks. Further details are given in a pamphlet¹ on the subject. Many difficulties will be avoided if this part of the Association's educational work is lined up, as it should be, under the educational committee, though the responsibility of carrying it out may be delegated to some extent to the industrial committee.

FOREIGN BORN GIRLS

English classes for foreign girls are valuable so far as they go, but as a rule they reach few girls. Where there is a foreign community, a special committee is needed to interpret the entire Association to the foreign girls, not merely to teach them English. Foreign girls are found in the industrial clubs. When the barrier of a strange language has been overcome the all-round club program will be fitted for them. But whatever their educational need, the educational committee should give full consideration to supplying that need.

¹ Federation of Industrial and Extension Clubs—Florence Simms and Helen L. Thomas, price 15 cents.

National Educational Work

Educators and students in search of material for graduating theses often make inquiry about the educational department of the Association throughout the country, assuming that courses and methods are uniform in the two hundred and fifty city Associations. Such is not the case. The First Aid course conducted by the National Board and the Red Cross Society is the one national course. Local conditions and local enterprise are the determining factors in each city, and these vary from year to year. There is, however, great similarity between the courses offered in Associations of relatively the same grade. A group of Associations in and around New York is at present studying the possibilities of further unifying their standard courses in household arts without seeking uniformity, and it is expected that the results of their experimenting may form a basis for further standardization. Diversity and a constantly changing program in response to conditions—yet the guiding principles of Associations, at their best, large or small, east or west, north or south, are alike. Each has something to learn from the others—something to add to the common stock. National publications, conferences, and visits of secretaries and board members keep the live streams of communication open. Local Associations linked up with each other and with the national organization in an effective union are proving as never before an unmistakable force in the social, educational and religious life of American girls and women.

BIBLIOGRAPHY

Working Girls in Evening Schools. Van Kleeck....	\$1.50
Commercial Work and Training for Girls. Eaton and Stevens	1.50
Vocations for Girls. Laselle and Wiley.....	.85
Vocations for Girls. Weaver	.75
Vocations for the Trained Woman. Perkins	1.20
Choosing a Vocation. Parsons	1.00
Vocational Guidance of Youth. Bloomfield	.60
The Problem of Vocational Education. Snedden ...	.35
Changing Conceptions of Education. Cubberley ...	.35
The Worker and the State. Dean	1.20
History of Education in the United States. Dexter..	2.00
Association Educational Work for Men and Boys (Y. M. C. A.) Hodge	1.00
Thrift and Efficiency Report—National Board	.05
Girls and Education. Briggs	1.00
Saleswomen in Mercantile Stores. Butler	1.00
Boys and Girls in Commercial Work (Cleveland Sur- vey). Stevens	.25

SUGGESTED POLICY FOR EDUCATIONAL WORK

I PURPOSE

The purpose of the educational work of the Association is one with the purpose of the whole Association,—the development of Christian character. More specifically it is to awaken higher ideals of life among girls and women, to aid them in preparing for their work, and to lead them into complete expression of themselves in life and service.

II ADMINISTRATION

1 A strong educational committee of five or ten women with vision, initiative and understanding of girls should be appointed and should include one member each from the girls' work, industrial and employment committees.

- a To promote the educational interests of girls and women through carefully adapted educational opportunities offered by the Association.
- b To encourage girls to take advantage of other educational agencies.
- c To bring to the girls whom it reaches the rounded Christian ideal for physical, social and religious life.

2 A trained, full-time educational secretary is also needed or at least one member of the staff to act as executive of the committee to plan and push educational activities. The general secretary is a member of the committee ex officio.

3 The best paid teachers obtainable are essential for good work. They may be supplemented by supervised volunteer teachers and educational club leaders who should all meet in conference with the educational committee at least twice a year.

4 Girls elected to represent the educational department on the members' council should co-operate with the committee in forming and promoting educational plans for the entire membership.

5 The educational budget made out annually in advance should include the expense and income of clubs, classes, talks, reading room and library and all the educational work of the Association. Service rather than self-support should be the guiding motive.

III EDUCATIONAL ACTIVITIES

Such activities as the committee decides upon each year should be vigorously promoted with a view to meeting present local needs

of girls and women. These are held day or evening, in the building, church parlors, home kitchen, or elsewhere. Following are some of the features most common in Association educational work:

- 1 Reading room with at least a reference library for educational, Bible and mission study classes and clubs. Papers and magazines should be carefully chosen each year. Systematic plans for good reading should be devised in co-operation with the public library.
- 2 Talks and lectures in a series or single ones planned in view of special needs and current interests. These may be paid or free, for small or larger groups, in the lobby, gymnasium, class rooms or auditorium, or outside the Association in shops, offices or schools.
- 3 Educational clubs combine both social and educational features. Civic questions, drama, art, nature, photography or any profitable subjects are appropriate for club study.
- 4 Music. Special emphasis should be given to the development of good music throughout the entire Association and the training of special groups as choir, choral club, orchestra.
- 5 Class work. Fees should be kept down to the ability of the members to pay; elementary subjects below cost; technical courses with a surplus; the total income expected to be less than the cost. The instruction given should be appropriate to the needs of women in the community. Class work should include graded courses, some short and some long term courses complete in themselves, as:
 - a English branches for employed girls—tutoring or night school type.
 - b Vocational—trade, commercial, trained attendance, salesmanship, tea room management, etc.
 - c Cultural—literature, story telling, nature study, art, etc.
 - d Home—home management, nursing, graded courses in sewing and cooking.
 - e Citizenship—civics, current events, study of the woman movement.
 - f Personal efficiency—personal budget, business matters, investments.
 - g First aid to the injured—(examination with Red Cross and National Board certificate).
 - h Special—public speaking, memory, automobile.
 - i Courses adapted to industrial girls in co-operation with industrial committee.
 - j Summer courses at the Association and at camps, according to locality and resources.

IV STUDENTS

1 Members already secured through membership, employment, girls' work, industrial and other committees should first be provided for by the educational committee.

2 Others can be brought in by the appeal of the educational work.

a Through rallies, exhibits and demonstrations used as advertising.

b Through systematic, intelligent advertising and publicity, items in press heralding successful features, acquainting important persons with the work.

c Through personal work by secretaries and committees armed with good printed material.

d Through the active co-operation of satisfied students, especially representatives in the members' council.

V CO-OPERATION

To fulfill the purpose of the Association the educational committee should co-operate with other Association departments, especially the religious work.

1 By keeping students informed of other things going on in the Association.

2 By assisting in the formation of Bible classes among the students.

3 By holding a student assembly or chapel service at least once a week.

4 By employing only teachers who will further the Christian purpose of the Association.

5 By active interest in the religious life of the students and helping to relate them to church life as well as religious activities in the Association.

VI SUGGESTED EDUCATIONAL GOAL FOR ONE YEAR

1 25% to 35% of membership in some organized Association educational activity, as

a Class work, tutoring, or guided home study.

b Educational club work as music, civic, dramatic.

2 2% to 10% of membership enlisted in systematic reading, as

a Reading of three to five books from selected lists.

b Twenty minutes a day devoted to a reading course.

c Regular reading of a good magazine.

3 2% to 5% of membership in attendance at practical talks and lectures.

Suggested List of Periodicals and Magazines for the Association Reading Room

The Association Monthly.

The Survey.

The North American Student.

Women's International Quarterly.

The best local dailies.

World's Work.

The Independent or Outlook.

The Literary Digest or Current Opinion.

The Century.

Harper's Magazine.

The American.

The Woman's Home Companion or The Ladies' Home
Journal.

The Saturday Evening Post.

Good Housekeeping.

The Youth's Companion.

St. Nicholas.

Life and Labor (Women's Trade Union League).

The Club Worker (National League of Women
Workers).

National Geographic Magazine.

World Outlook.

Missionary Review.

Everyland.

The Sunday School Times.

Leading denominational papers.

The Association papers in your field (list supplied by field office).

In addition, there are magazines of interest to special groups, which may be subscribed to according to the library appropriation and to the demands of the given community.

The Garden Magazine.

Home Needlework.

The House Beautiful.

Musical America.

The Mothers' Magazine.

The Nurse.

Photo Era.

American Cookery.

Housewives League.

Delineator.

Vogue.

The Hamilton Magazine Agency, 2091 East 102nd Street, Cleveland, Ohio, and the Franklin Square Subscription Agency, 325 Pearl Street, New York City, are reliable agencies.

Application for position as teacher in the Young Women's
 Christian Association of.....
 Name in full.....
 Address
 Telephone number
 Present position and business address.....
 Position for which application is being made.....
 Training and experience in teaching in the subjects to be
 taught:—

Of what church are you a member?.....
 What church in the city do you attend?.....
 What previous connection with this or any other Y.W.C.A.?.....

 What, if any, active part have you taken in church or
 Sunday school work or general social service?.....

 Referenees (preferably some members of this Association
 and your pastor, as well as those acquainted with your
 training and ability as a teacher) :—

